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ABSTRACT

This guide, prepared by the K-12 Foreign Language Committee in the School District of Philadelphia, formulates a series of behavioral objectives in the basic skills of second language learning. They include listening, speaking, reading, and writing as well as cultural education. The study specifies desired student learning behavior, describes the learning environment, details student achievement levels, and comments on attitudes, interests, and appreciations students may exhibit during the learning process. (RL)

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LEARNING A FOREIGN LANGUAGE:

BEHAVIORAL OBJECTIVES

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AND
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Instructional Services
The SCHOOL DISTRICT OF PHILADELPHIA

1970
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LEARNING A FOREIGN LANGUAGE

Behavioral Objectives: K-12

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Section I. INTRODUCTION

As we move in the direction of individualized study and adaptation of curricula to individual needs, it becomes increasingly important for the foreign language teacher to set up specific objectives in terms of the individual pupil's behavior, to evaluate the mastery of foreign language skills more precisely, and to gear the learning process to the individual student rather than to the class as a whole.

To this end, the Foreign Language K-12 Committee began recently to formulate a series of behavioral objectives in the basic skills of foreign language learning — Listening, Speaking, Reading and Writing — as well as in the pupil's grasp of the cultural heritage and customs of the people who speak the language. In considering what should be the outcomes of the learning experience, the group discussed the following questions:

1. What is the behavior desired?
2. In what situation should the desired behavior occur?
3. To what extent must the pupil perform, for the behavior to be considered acceptable?
4. What attitudes, interests or appreciations may the pupil exhibit during the learning process?

COGNITIVE OBJECTIVES: KNOWLEDGE, INTELLECTUAL ABILITIES, SKILLS

In the lists of behavioral objectives for listening, speaking, reading, writing, and cultural information and concepts, the patterns of cognitive behavior are discussed in each section under part A, Behavioral Patterns (see questions #1 and #2 above). The criteria for determining the level at which the pupil performs have been listed under part B, Levels of Proficiency (see question #3 above). A pupil who carries out the behavioral patterns relative to a particular level 50% of the time will be judged "satisfactory"; the pupil who fulfills the behavioral patterns of a particular level 80% of the time will be judged "very satisfactory".

AFFECTIVE OBJECTIVES: ATTITUDES, INTERESTS, APPRECIATIONS

As the pupil strives to master the basic skills, he demonstrates certain attitudes, interests and appreciations of what he observes and hears. These aspects of the learning process, more difficult to observe and measure than intellectual achievements, affect his progress to a great degree and may even affect his whole life (see question #4, page 3).

In each of the sections, we have attempted to indicate under part C, Attitudes, Interests and Appreciations, some of the evidences by which a pupil may indicate his involvement in the language learning situation, and the degrees to which he may overtly demonstrate his attitudes. Since the goals of learning are fundamentally positive in their outlook, we have listed only those behavioral attitudes which are demonstrably positive, attempting to show the intensity of interest by a, b, c degrees, c being the most positive and intense.

It is important for the teacher to encourage positive attitudes in the pupil through his own positive attitudes. For example, a weak student who expresses a desire to continue study of the language should be made aware of areas in which he is weak, but should not be told, "You should drop the language, because you don't understand or speak well".

The student should be aware of the specific behavioral patterns expected of him and of their application toward the basic goals of foreign language learning, so that he will be motivated to move positively and actively toward their fulfillment. In some situations, the teacher may wish to have the student initiate the process of formulating behavioral objectives. One should realize also that behavioral objectives may change as the basic goals of the student change and expand, for we are constantly discovering new facets and uses of foreign language instruction.

Any of the various language courses currently in use in the School District of Philadelphia will aid the pupil in achieving the basic behavioral patterns of the foreign language. The teacher may wish to set up daily, specific behavioral patterns expected as a result of a particular lesson or unit of the course, but such patterns will undoubtedly correlate with the fundamental behavioral objectives which we have listed. The degree to which the pupil achieves mastery of the various behavioral patterns will depend on his receptivity, his intellectual ability, and his willingness to persevere in the face of difficulties.

Section II: LISTENING COMPREHENSION

A. Behavioral Patterns

1. Recognition of Sounds

Distinguishes the basic sounds necessary for comprehension (oral and nasal vowels, consonants) by indicating when he has heard a word containing the sound.

Discriminates between words which have a single phonemic variation by telling whether they are the same or different.

Ex.- du, doux (French) lumen, limen (Latin)
Tür, Tier (German) caro, carro (Spanish)

2. Recognition of Intonational Patterns

Distinguishes between intonational patterns:
Indicates the appropriate mark of punctuation for an utterance.
Answers a question
Performs an act in response to a command.
Reacts to an exclamation through facial expression or verbal response.
Punctuates correctly a sentence written from dictation.

3. Association of Meaning with Sound

Shows that he has comprehended the meaning of an utterance through responding to a spoken cue:

Performs an appropriate physical action.
Makes an appropriate oral response.
Writes an appropriate rejoinder to what he has heard.

B. Levels of Proficiency

1. Elementary Level

Understands only what he has previously heard, when uttered in similar context at standard speed.

Understands vocabulary which is concrete in nature, for the most part, tending to be associated with visual cues such as objects or gestures.

Comprehends speech containing short sentences and simple structures.

2. Intermediate Level

Comprehends new vocabulary or structures when used in a context synonymous with a pattern already mastered.

Gathers the general idea of a longer speech in which a limited number of unfamiliar vocabulary items or structures are used.

Masters vocabulary of increasing abstraction through explanation in the foreign language.

3. Advanced Level

Demonstrates through answering questions that he comprehends the details of any utterance given at native speed, with little explanation from the teacher.

Proves by answering questions or giving a summary that he understands regional variations of speech.

C. Attitudes, Interests, Appreciations

In evaluating the attitudes, interests and appreciations of the student, it is not the quality of the skill with which we are concerned, but the pupil's willingness to exert himself, the extent to which he participates in the learning situation, and the degree to which he carries over skills and concepts he has learned into other activities in his life.

The degrees of intensity of interest are marked by a, b, c, in the descriptions below, c being the most intense. It is, of course, possible for a student to show interest in other ways than those described below, and the teacher should not regard the descriptions as the only possible indication of positive attitudes, but should use them as a guide.

1. a. Listens attentively to a sentence from a tape or a sentence spoken by the teacher.

b. Listens to a sentence, makes an effort to repeat it when the exact pronunciation has been established by individuals or by the class.

c. Repeats a sentence immediately after it is heard for the first time.

2. a. Listens to the teacher's explanation of the meaning of a sentence, does not comment.

   b. Listens to the teacher's explanation of the meaning of a sentence, asks a question or makes a statement about it which indicates that he is interested in the explanation.

   c. Demonstrates willingness to relate the sound, meaning, vocabulary or structure of the new sentence to something which he has learned previously, perhaps by giving a synonym or antonym.

3. a. Listens to a sentence containing new vocabulary whose meaning is not immediately explained, but does not attempt to analyze or comprehend it.

   b. Listens to a sentence containing vocabulary whose meaning is not explained immediately, demonstrates through asking or answering questions that he is interested in learning the full meaning of the sentence.

   c. Tries to summarize the part of the sentence he has understood in his own words, then asks questions about the unknown elements or guesses as to their meaning.

4. a. Listens attentively to a long but familiar series of sentences on the tape recorder, or to sentences uttered by the teacher or student(s).

   b. Volunteers to answer questions about what he has heard.

   c. Asks original questions concerning the subject matter of what he has heard,

   or

   Volunteers an opinion on what he has heard.

5. a. Shows that he is aware of regional variations in speech by commenting on them or by facial expression.

   b. Asks questions about differences he has noted, in order to gain a clear understanding of the reasons for the differences.

   c. From experiences in hearing differences in accents, makes a judgment about them, or demonstrates through his use of them that he appreciates the fact that there are regional variations.

Section III: SPEAKING

A. Behavioral Patterns

1. Imitation of Sounds

Mimics an utterance which has been heard immediately before, imitating vowel and consonant sounds, intonation, stress and rhythm.

2. Response to a Visual Cue (picture or object)

Responds to a visual cue:

Identifies an object or action.
Describes a person or situation.
Asks a relevant question.
Narrates the story of one picture or a series of pictures.

3. Response to an Oral Cue

Responds to a verbal cue:

Uses a patternof speech established through imitation, without changing structure.
Ex.- Bonjour. (French)
De nada. (Spanish)

Changes a basic sentence by manipulating a single variable.
Ex.- Je vais au cinéma.
(maison) Je vais à la maison. (French)

Responds orally to a question or statement, using a controlled number of variables.
Ex.- Vous avez un livre? Oui, j'ai un livre. (French)
Redditne vestis virum? Sic, vestis virum reddit. (Latin)

Responds orally to a question or statement, selecting a response from those within his fund of knowledge.

Recombines vocabulary and structures learned in dialogues or pattern sentences to form a connected narration.

Expresses an original idea which is the result of his own reasoning and thought processes.

Narrates a personal experience, or gives a résumé of something read or observed.

B. Levels of Proficiency

1. Elementary Level

Expresses ideas in short, meaningful sentences or utterances, with pronunciation, intonation and rhythm adequate enough to be understood by a native.

Speaks in sentences which have relatively simple structures and concrete vocabulary.

2. Intermediate Level

Demonstrates speech patterns whose pronunciation, intonation and rhythm approximate those of standard native speech.

Expresses a group of ideas in a sentence which contains a complicated structure such as the relationship between two past tenses, a subjunctive construction, or a relative clause.

Uses vocabulary which is descriptive and conceptual, in addition to the more concrete words.

Ex.- sin embargo (Spanish)
il migliore (Italian)
Il doit partir. (French)

Sustains a conversation or gives a monologue of at least two minutes, using familiar vocabulary and structures.

3. Advanced Level

Demonstrates speech patterns in which pronunciation, intonation and rhythm are native-like.

Uses idiomatic expressions extensively and correctly in expressing his thoughts.

Uses a type of speech and vocabulary appropriate to the situation, either colloquial or formal.

Sustains a conversation of approximately 5 minutes with reasonable fluency.

Note: Items referring to native speakers do not, in general, apply fully to Latin or Greek. In the case of the classical languages, conversation is ordinarily limited to a discussion of a visual or of a literary text.

C. Attitudes, Interests, Appreciations

1. a. Accepts corrections to pronunciation, recognizing a difference between his pronunciation and that of the model.

   b. Automatically repeats items which have been corrected, without being told to do so.

   c. Perseveres in practicing the correct item until he no longer makes errors of the same type.

2. a. Hears or speaks the language only when directed to do so during class, makes no other attempt to use it.

   b. Uses the language voluntarily in school outside of the lesson format, when making comments to the teacher or to classmates.

   c. Seeks opportunities to use or hear the language out of the classroom. Takes advantage of opportunities to attend lectures, hear native radio programs, take part in student-planned activities such as clubs, or converse with natives in the community.

3. When asked to prepare a talk or to role-play for the class:

   a. performs the assignment in class, shows little enjoyment.

   b. presents a talk which shows preparation and practice, shows pride in what he has done.

   c. organizes the presentation actively and enthusiastically (perhaps seeking the help of other students or doing research on it), and presents it to the class with an attitude of wishing them to enjoy it.

4. In a conversation with teacher, classmates or a native:

   a. listens to the other person, indicates by gestures or a few words that he is aware of the gist of the conversation.

   b. listens to the other person, volunteers questions and brief comments.

   c. listens to the other person, is eager to express judgments on the worth of what is being said or to summarize ideas.

5. a. Accepts the fact that speaking the language is one of the aims of the course.

   b. Feels that the ability to speak the language is an important objective of the course, since language is communication.

   c. Believes that being able to speak fluently is the most important objective of the language course, since it enables him to communicate instantly with another group of people.

Section IV: READING

Note: Evaluation of reading skills often depends on other skills, such as speaking and writing. If it is only reading which is being evaluated, however, the teacher should consider the accuracy of the information given and not the proficiency in speaking or writing.

A. Behavioral Patterns

1. Oral Reading

Reproduces the correct sound when looking at the symbol.

Shows that he understands the use of pronunciation and diacritical marks such as accents by reacting appropriately with a change in pronunciation, intonation or rhythm.

Shows that he attaches meaning to a word or group of words by reading aloud with proper phrasing, emphasis, and expression.

2. Reading Comprehension — Oral or Silent Reading

Shows that he understands the general meaning of a passage which he has read orally or silently through changes in facial expression, a gesture, or vocal reaction (laughter, sigh, etc.).

Illustrates what he has read by drawing a sketch.

Responds briefly to direct questions, either orally or in written form by:
- giving an appropriate word or expression from the text.
- making a choice from alternatives offered.
- responding freely with a word, phrase, sentence or group of sentences, in answer to the question.

Demonstrates that he understands a new word or expression by giving a synonym of it or by giving the word or expression from the text in answer to a question or synonym suggested by the teacher.

Composes a series of questions which demonstrate comprehension of the text.

Uses his own words to express the general idea of a sentence in the text.

Summarizes a passage or story briefly.

3. Literary Analysis

Discusses freely the passage which he has read, analyzing characters, situation and style.

Relates the characters, situation and style of the reading passage to those in selections previously read or to personal experience.

B. Levels of Proficiency

1. Elementary Level (All reading at this level is intensive)

Reads familiar material, only that which he has first heard or said.

Reads familiar material in recombined form, either dialogue or narration.

Reads material which contains conversational vocabulary and structures.

2. Intermediate Level (The major part of the reading is intensive, with some experience in extensive reading)

Pronounces correctly new words met in reading, through his experience with similarly pronounced words.

Deduces meanings of a limited number of new items in a passage through the general context of the passage.

Explains vocabulary learned passively through association with previously mastered vocabulary or situational context.

Reads simple material, several pages in length, at a sitting.

Reads materials of different types, such as plays, poems, short stories, simplified editions of novels, newspapers and magazines.

Comprehends longer sentences containing subordinate clauses and more idiomatic language.

Understands passages which contain abstract ideas presented in simple language.

3. Advanced Level (Intensive reading is done in class with difficult passages, but the emphasis is on extensive and collateral reading)

Reads with understanding a variety of literary genres in unabridged form.

Comprehends the works of different literary periods.

Reads extensively and independently with ease (newspapers, magazines, journals, etc.).

Recognizes the styles of various well-known authors.

C. Attitudes, Interests, Appreciations

1. a. Listens to oral reading attentively.

b. Offers to correct mispronunciations or errors in intonation made by pupils who have read orally.

c. Volunteers to read orally.

2. a. Responds to direct questions based on text when called upon by teacher.

b. Volunteers to answer questions based on the text.

c. Initiates questions as a result of reading the text.

3. a. Makes an effort to comprehend the over-all idea of what has been read, demonstrating this through his facial expressions or asking questions.

b. Gives illustrations in his personal experience which relate to what is read,

or

Compares what has been read to the content of a passage previously read.

c. Makes generalizations, comparing the experiences described in the passage to experiences common to all human beings.

4. a. Appreciates the various stylistic devices which are characteristic of a particular author.

b. Contrasts the stylistic devices of one author with those of another author.

c. Shows through value judgments how a given author's style is characteristic of a literary movement.

5. a. Takes part in general discussions in class, based on reading assignments.

   b. Continues discussions of reading outside the classroom, with teacher or classmates.

   c. As a result of reading experiences in the classroom, voluntarily does additional reading by the same author or on the same subject, either in the foreign language or in English.

6. a. Completes the basic reading assignments of the course.

   b. Completes optional reading assignments, initiated by the teacher or requested by the student himself.

   c. Makes personal selections of reading material in the foreign language, based on his own interests, and reads outside of the class atmosphere.

Section V: WRITING

Note: Where dictation or oral directions are the stimulus for writing, remember that two skills are involved, since the pupil must hear what has been said before writing.

A. Behavioral Patterns

1. Copies familiar material, duplicating the spelling, diacritical marks and structure of the original.

2. Changes inflectional forms when given a model to follow or a direction, thereby demonstrating comprehension of a basic written structure.
   Ex. - vous parlez -- vous allez parler (French)
   portabat -- portabit (Latin)

3. Completes a sentence according to clues suggested
   (a) by the general meaning of the sentence, or
   (b) by a series of vocabulary items.
   Ex. - (a) Tu vois ton frère? Non, je ne ___ vois ____. (French)
   (b) Paul - (voir) - frère.

   (a) Kennst du diesen Herrn?
   Nein, ich Kenne _____ nicht. (German)

   (a) ¿Vas a jugar con tu perro?
   Sí, yo _____ a jugar con ____ perro.
   (b) Pepito - (ir) - (jugar) - perro. (Spanish)

4. Writes correctly a dictated sentence which contains vocabulary and structures mastered previously in speaking or reading, and in which the spelling is almost completely phonetic.
   Ex. - Il montre son avion. (French)
   Leges sine moribus vanae. (Latin)

5. Writes correctly a dictated sentence containing familiar vocabulary and structures, but in which at least 2 elements cannot be ascertained through listening skill alone.
   Ex. - Paul veut travailler sans moi. (French)
   Sé que se cayó (calló). (Spanish)

6. Writes an answer to a direct question, either oral or written, showing mastery of such changes as subjects, possessives and inflectional changes in verbs.
   Ex. - Vous prenez votre sac? Oui, je prends mon sac. (French)
   Vocasne me amicum? Voco te amicum. (Latin)
   Hast du dein Heft mit? Ja, ich habe mein Heft mit. (German)

7. Writes a sentence in response to a general direction, oral or written, as to the content and type of sentence.
   Ex. - (Dile a Juan que no vas a casa con él.)
   Juan, no voy a casa contigo. (Spanish)
   (Dimmi come stai.) Sto bene. (Italian)

8. Composes a dialogue from suggested phrases.

9. Rewrites a short dialogue in narrative form, using the 3rd person,

   or

   Rewrites a brief narration in dialogue form.

10. Writes a series of dictated sentences, containing material not previously heard, with a minimum of spelling or structural errors.

11. Answers a general question in paragraph form, presenting ideas in a logical, unified fashion with a minimum of vocabulary or structural errors.

12. Demonstrates through a composition or letter of at least 200 words that he is capable of expressing himself in a simple style in the target language.

13. Converts a concept from English to the target language, showing control of idiomatic expression and of structural elements.

B. Levels of Proficiency

1. Elementary Level

   Writes only that which has been practiced orally, in the same, or almost the same, format. Activities may take the form of:
   copying.
   dictation.
   structural exercises following a model.
   answering direct questions.

   Re-combines familiar vocabulary and structures in slightly different order or format (i.e., dialogue to narration), but adheres closely to the original sentence.

2. Intermediate Level

Writes a group of sentences or a paragraph in response to cues such as a series of questions or suggestions.

Expresses a personal thought briefly, using familiar vocabulary and structures.

Writes from dictation, when the material is not in the form originally learned and includes a limited number of new words.

Writes a brief résumé of something heard, seen or read previously in the target language.

3. Advanced Level

Writes from dictation material based on an unfamiliar subject.

Discusses in written form an abstract idea or literary subject, as a result of reading done in the target language.

Composes an original composition of at least 200 words, in the form of a play, letter, narrative or critique.

Converts a passage from English to the target language, conveying the important ideas of the original, without glaring anglicisms and with composition comprehensible to a native.

C. Attitudes, Interests, Appreciations

1. a. Corrects errors in his own written material when the correct form is presented to the class.

   b. Volunteers frequently to put written material on the board.

   c. Analyzes his common errors of composition, and practices out of class until he no longer makes the error.

2. a. Follows directions in performing a written drill.

   b. Relates the work of a written drill to something similar done before.

   c. Generalizes the basic idea or purpose of the written drill for himself, to the teacher, or to a classmate.

3. a. Writes a brief résumé or composition according to assigned directions.

   b. Demonstrates willingness to use his personal ideas in a composition assigned by the teacher.

   c. Writes outside the language class -- for a language newspaper, to a pen pal, or just for creative pleasure.

4. a. Makes an effort to write correctly in the target language, checking on forms and vocabulary as he writes.

   b. Appreciates and endeavors to incorporate in his writing typical forms of expression of the target language, seeking to express himself as a native would.

   c. Sees potential uses for his skill in writing the foreign language in his future career, his travel plans, or adult activities.

Section VI: CULTURAL INFORMATION AND CONCEPTS

GENERAL INFORMATION

Some of the cultural areas which may be studied are:

1. Daily routine: appearance of the home, family life, amusements, cuisine, clothing, typical gestures
2. Economic life: industries, types of jobs, agricultural products
3. Geography -- includes famous monuments and landmarks
4. History
5. Government
6. Education
7. Fine Arts: music, painting, sculpture, architecture
8. Literature
9. Famous persons -- applicable to any of the fields above, or to science, mathematics, philosophy
10. Influences of the culture in the United States

Cultural information and concepts may be acquired through various means:

1. The content of the basic language lesson
   Ex. - Use of tu and vous in addressing persons (French)
2. Audio-visual aids, either as part of the basic lesson or as adjuncts (films, slides, filmstrips, maps, charts, pictures, transparencies)
3. Teacher explanations or anecdotes
4. Additional reading, outside of the basic course
5. Observations of the actions and speech of natives
6. Travel experiences
7. Visits to areas of the community which contain cultural resources
8. Attendance at performances such as plays, operas, concerts, lectures, etc.

A. Behavioral Patterns

1. Demonstrates that he comprehends the basic cultural information or concept presented:

Responds to questions, either in oral or written form.
Draws maps, charts, or pictures which illustrate the material presented.
Summarizes the general idea in his own words, either orally or in written form.
Role-plays, demonstrating a grasp of the basic cultural viewpoint.
Ex. - Shakes hands when saying "Bonjour". (French)
Imitates an action which might be done by a native:
Sings a song.
Dances a traditional dance.
Plays a game commonly played by natives.
Cooks a traditional dish.

2. Contrasts the characteristics inherent in a particular aspect of the foreign culture with those of his own culture or of another culture:

Compares one custom of a foreign culture with his own.
Contrasts an area of a foreign culture with his own, giving factual information and historical background.
Analyzes and evaluates the importance of the custom or cultural concept in the whole picture of the culture.

3. When confronted with a situational problem in a foreign culture, knows and uses the behavioral pattern appropriate to the situation.
Ex. - Whistling at a performance, in many countries, expresses displeasure rather than approval.

B. Levels of Proficiency

1. Elementary Level

Becomes acquainted with the daily life of the culture and the important geographical landmarks.
Acquires some rudimentary knowledge, in a scattered fashion, about the cultural heritage of the country (famous persons, historical landmarks).
Is familiar with a few songs, dances or games of the foreign culture.
Contrasts the foreign culture with his own in an informal manner.

2. Intermediate Level

Acquires a wider fund of factual knowledge in the various cultural areas, such as history, government, economic life, social life.
Takes an active part in cultural activities (puppet shows, dances, songs, plays, reports, etc.).
Relates the cultural concepts of the foreign culture to that of his own culture in a more structured manner, presenting descriptions of historical background where feasible.
Ex. - In discussing education, discusses each level of instruction separately, analyzing types of courses, the school day, the philosophy, etc.

3. Advanced Level

Discusses an aspect of the culture, giving factual information or examples during the discussion.
When contrasting the customs or concepts of two cultures (one of which is not necessarily his own), analyzes the way in which the concept is indicative of the general attitude or beliefs of the people.
Is aware of the subtleties of behavior within the culture.
Ex. - The various forms of closing a letter to a government official, to an acquaintance, to a friend.
Acquires cultural information first-hand:
Reads materials in the foreign language.
Speaks to a native living or visiting in Philadelphia.
Visits the country.

C. <u>Attitudes, Interests, Appreciations</u>

1. Shows that he appreciates that there are differences inherent in the foreign culture:

a. Asks or answers questions about them.

b. Makes a value judgment of a custom or concept of the foreign culture.

c. Volunteers for a play or project which will illustrate aspects of a foreign culture.

2. Adopts an unprejudiced and objective attitude in meeting aspects of the foreign culture new to him:

   a. Accepts a custom or concept different from his own, does not mock or laugh at it when it is introduced.

   b. Volunteers in dicussions or debates centered around the differences or similarities of two or more cultures.

   c. Extends acceptance of cultural variations to include those of any ethnic group.

3. Demonstrates that he can identify with a person born in the foreign culture:

   a. Uses examples from his own experience to illustrate similarities and differences in the cultures.

   b. Expresses a preference for something typical of the foreign culture, as for example, the Mexican dish tortillas.

   c. Adopts a foreign custom or concept as his own habitually when using the foreign language.
      Ex. - Shaking hands in a greeting or leave-taking.

4. Indicates a desire to learn more about the culture of a people than is included in the regular classwork.

   a. Asks for additional reading or reference titles.

   b. Seeks opportunities to discuss the culture with natives,
      or
      Attends foreign films made by natives.

   c. Makes plans for a trip to the country where the foreign language is spoken, or in the case of the classical languages, to those lands closely associated with classical culture.

Section VII: GENERAL OUTCOMES OF FOREIGN LANGUAGE LEARNING

A. Behavioral Patterns

1. Becomes more language conscious:

   Shows that he has developed an intuition about the meaning of new words and expressions, when presented in English or in the foreign language, by the degree of perception or imagination which he exerts when confronted by them. In the case of the classical languages, recognizes Greco-Latin roots in English words and extends his English vocabulary by using these roots.

   Shows that he has become analytical about the structure of language in general:

   Makes variations in basic sentence patterns with ease.
   Makes generalizations about structural concepts he has learned.

   Demonstrates recognition of the fact that an idea in one language cannot be transferred word-for-word into another language, that each language has its own manner of expressing an idea.

   Identifies foreign expressions used in English, recognizing that the expression is not one inherent to the English language.

   Pronounces correctly foreign expressions used in English, with the help of a dictionary or through knowledge gained in the foreign language class.

2. Demonstrates that he has learned the techniques of mastering a foreign language:

   Comes to class prepared for the day's lesson.
   Participates orally in the oral work of the class.
   Habitually reviews skills in which he is weak, by himself, with the aid of electronic equipment, or through conference with the teacher.

B. Levels of Proficiency

Since the above are general outcomes of foreign language learning, they may be true at any language level and may be used at the end of any year of study to evaluate general learning patterns. The students who develop these behavioral patterns early in their language learning experience are often those who decide to make foreign languages their career.

C. Attitudes, Interests, Appreciations

1. Through his facial expression, attitudes and actions in class, the pupil indicates that he:

   a. comes to class because it is assigned.

   b. comes to class because he is learning something necessary to his general education.

   c. comes to class because he is interested in the language and in the people who speak it.

2. By his reactions to the material that is being studied, he demonstrates that he:

   a. learns the material because he is expected to learn.

   b. learns the material because it is a new and challenging experience.

   c. learns the material because there are many people who use it in their speech and he would like to communicate with them.

3. In his motivation in doing the work of the year, he feels that he:

   a. works so that he may successfully complete the language requirement or the year's work.

   b. works to build a firm foundation, so that he may enter successfully into next year's work.

   c. works because he believes that the mastery of the language is important to him in his future career, travel experience, leisure time, intellectual growth, or cultural background.

4. In his attitudes toward people of other ethnic backgrounds than his own, he:

   a. accepts them in a group situation, but does not seek the company of any individuals.

   b. is interested in sharing ideas and in contrasting customs when speaking to individuals of other ethnic backgrounds.

   c. visits the homes of persons who have different ethnic backgrounds and converses with members of the family in a natural manner.

5. In his feeling about the study of a foreign language, he:

   a. believes that mastery of a foreign language has made him conscious of his own language.

   b. believes that when one has learned to communicate in a second language, the "language sense" gained may help when one wishes to communicate with peoples of any language.

   c. demonstrates an eagerness to begin to master another language by signing up for a course, procuring books on another language, or learning some expressions of another language from a native.

6. As a result of his learning experiences in the foreign language, he:

   a. feels that the experience has been valuable to him.

   b. feels that all students should have an opportunity to learn a language.

   c. finds opportunities to use the foreign language in choosing a career, speaking to natives, attending films or lectures, or participating in leisure-time activities.

7. In his fulfillment of the work of the course, he:

   a. carries out specific assignments, but makes no attempt to do more.

   b. expresses a preference for a particular type of activity or assignment and seeks more of this type of activity.

   c. studies or reads independently on subjects associated with the daily work.

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